

Relating to prototypical school formulas for physical, social, and emotional support in schools

Major provisions of underlying bill:

- Increases minimum allocations for school nurses within the prototypical school funding model.
- Provides that funding specified in the prototypical school funding model for school nurses, social workers, psychologists, guidance counselors, safety staff, and parent involvement coordinators may be provided only to the extent of and proportionate to demonstrated actual staff ratios for these and other support staff defined by the Office of the Superintendent of Public Instruction, up to the staff ratios in the model.

The proposed substitute bill replaces the provisions of the underlying bill with provisions that:

- Increase minimum allocations for nurses, social workers, psychologists, and counselors within the prototypical school funding model.
- Specify that the Superintendent of Public Instruction (Superintendent) may only allocate funding, up to the combined minimum allocations, for nurses, social workers, psychologists, counselors, classified staff providing student and staff safety, and parent involvement coordinators to the extent of and proportionate to a school district's demonstrated actual staff to student ratios for ratios of: full-time equivalent physical, social, and emotional support staff to full-time equivalent students.
 - Defines "physical, social, and emotional support staff" to include nurses, social workers, psychologists, counselors, classified staff providing student and staff safety, parent involvement coordinators, and other school district employees and contractors who provide physical, social, and emotional support to students as defined by the Superintendent.
- Direct the Superintendent to adopt rules that require school districts to prioritize funding allocated as described above for physical, social, and emotional support staff who hold a valid educational staff associate certificate appropriate for the provider's role.
- Require the Superintendent to submit to the Legislature four biennial reports analyzing the implementation of the allocation provisions described above, including comparing allocated staffing units to actual staffing levels, trends related to employed staff and contracted staff, and the percentage of staff with a valid educational staff associate certificate, among other data.

BILL REQUEST - CODE REVISER'S OFFICE

BILL REQ. #: H-2260.3/22 3rd draft

ATTY/TYPIST: CC:jlb

BRIEF DESCRIPTION: Concerning prototypical school formulas for physical, social, and emotional support in schools.

1 AN ACT Relating to prototypical school formulas for physical,
2 social, and emotional support in schools; amending RCW 28A.400.007;
3 reenacting and amending RCW 28A.150.260 and 28A.150.260; adding a new
4 section to chapter 28A.300 RCW; providing effective dates; and
5 providing expiration dates.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

7 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.300
8 RCW to read as follows:

9 (1) By February 1, 2023, and by February 1st every odd-numbered
10 year thereafter, the office of the superintendent of public
11 instruction shall submit, in accordance with RCW 43.01.036, to the
12 appropriate committees of the legislature a report analyzing the
13 implementation of RCW 28A.150.260(5)(b), related to physical, social,
14 and emotional support staff.

15 (2) For the analysis, the office of the superintendent of public
16 instruction must use personnel data reported on or around October 1st
17 of the report year and the prior year, and any other relevant data.

18 (3) Except as provided in subsection (4) of this section, the
19 report must:

20 (a) Compare the staffing units provided for nurses, social
21 workers, psychologists, counselors, classified staff providing

1 student and staff safety, and parent involvement coordinators under
2 RCW 28A.150.260(5) to the actual school district staffing levels for
3 physical, social, and emotional support staff, disaggregate by school
4 district; and

5 (b) Analyze trends with respect to: (i) Employed staff and
6 contract staff; and (ii) the percentage of staff with a valid
7 educational staff associate certificate. These trends must be
8 disaggregated by assignment duty code, as well as analyzed year over
9 year and by school district size and geography.

10 (4) For the report due February 1, 2023, the office of the
11 superintendent of public instruction is required to complete the
12 analysis described in subsection (3) of this section only to the
13 extent that relevant data are available.

14 (5) For the purposes of this section, "physical, social, and
15 emotional support staff" or "staff" has the same meaning as in RCW
16 28A.150.260(5)(b).

17 (6) This section expires June 30, 2030.

18 **Sec. 2.** RCW 28A.150.260 and 2020 c 288 s 4 and 2020 c 61 s 4 are
19 each reenacted and amended to read as follows:

20 The purpose of this section is to provide for the allocation of
21 state funding that the legislature deems necessary to support school
22 districts in offering the minimum instructional program of basic
23 education under RCW 28A.150.220. The allocation shall be determined
24 as follows:

25 (1) The governor shall and the superintendent of public
26 instruction may recommend to the legislature a formula for the
27 distribution of a basic education instructional allocation for each
28 common school district.

29 (2)(a) The distribution formula under this section shall be for
30 allocation purposes only. Except as may be required under subsections
31 (4)(b) and (c), (5)(b), and (9) of this section, chapter 28A.155,
32 28A.165, 28A.180, or 28A.185 RCW, or federal laws and regulations,
33 nothing in this section requires school districts to use basic
34 education instructional funds to implement a particular instructional
35 approach or service. Nothing in this section requires school
36 districts to maintain a particular classroom teacher-to-student ratio
37 or other staff-to-student ratio or to use allocated funds to pay for
38 particular types or classifications of staff. Nothing in this section

entitles an individual teacher to a particular teacher planning period.

(b) To promote transparency in state funding allocations, the superintendent of public instruction must report state per-pupil allocations for each school district for the general apportionment, special education, learning assistance, transitional bilingual, highly capable, and career and technical education programs. The superintendent must report this information in a user-friendly format on the main page of the office's website. School districts must include a link to the superintendent's per-pupil allocations report on the main page of the school district's website. In addition, the budget documents published by the legislature for the enacted omnibus operating appropriations act must report statewide average per-pupil allocations for general apportionment and the categorical programs listed in this subsection.

(3)(a) To the extent the technical details of the formula have been adopted by the legislature and except when specifically provided as a school district allocation, the distribution formula for the basic education instructional allocation shall be based on minimum staffing and nonstaff costs the legislature deems necessary to support instruction and operations in prototypical schools serving high, middle, and elementary school students as provided in this section. The use of prototypical schools for the distribution formula does not constitute legislative intent that schools should be operated or structured in a similar fashion as the prototypes. Prototypical schools illustrate the level of resources needed to operate a school of a particular size with particular types and grade levels of students using commonly understood terms and inputs, such as class size, hours of instruction, and various categories of school staff. It is the intent that the funding allocations to school districts be adjusted from the school prototypes based on the actual number of annual average full-time equivalent students in each grade level at each school in the district and not based on the grade-level configuration of the school to the extent that data is available. The allocations shall be further adjusted from the school prototypes with minimum allocations for small schools and to reflect other factors identified in the omnibus appropriations act.

(b) For the purposes of this section, prototypical schools are defined as follows:

(i) A prototypical high school has six hundred average annual full-time equivalent students in grades nine through twelve;

(ii) A prototypical middle school has four hundred thirty-two average annual full-time equivalent students in grades seven and eight; and

(iii) A prototypical elementary school has four hundred average annual full-time equivalent students in grades kindergarten through six.

(4)(a)(i) The minimum allocation for each level of prototypical school shall be based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours under RCW 28A.150.220 and provide at least one teacher planning period per school day, and based on the following general education average class size of full-time equivalent students per teacher:

	General education average class size
Grades K-3.	17.00
Grade 4.	27.00
Grades 5-6.	27.00
Grades 7-8.	28.53
Grades 9-12.	28.74

(ii) The minimum class size allocation for each prototypical high school shall also provide for enhanced funding for class size reduction for two laboratory science classes within grades nine through twelve per full-time equivalent high school student multiplied by a laboratory science course factor of 0.0833, based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours in RCW 28A.150.220, and providing at least one teacher planning period per school day:

	Laboratory science average class size
Grades 9-12.	19.98

(b)(i) Beginning September 1, 2019, funding for average K-3 class sizes in this subsection (4) may be provided only to the extent of, and proportionate to, the school district's demonstrated actual class size in grades K-3, up to the funded class sizes.

(ii) The office of the superintendent of public instruction shall develop rules to implement this subsection (4)(b).

(c)(i) The minimum allocation for each prototypical middle and high school shall also provide for full-time equivalent classroom teachers based on the following number of full-time equivalent students per teacher in career and technical education:

	Career and technical education average class size
Approved career and technical education offered at the middle school and high school level.	23.00
Skill center programs meeting the standards established by the office of the superintendent of public instruction.	((20.00)) <u>19.00</u>

(ii) Funding allocated under this subsection (4)(c) is subject to RCW 28A.150.265.

(d) In addition, the omnibus appropriations act shall at a minimum specify:

(i) A high-poverty average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals; and

(ii) A specialty average class size for advanced placement and international baccalaureate courses.

(5)(a) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers:

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators.	1.253	1.353	1.880
Teacher-librarians, a function that includes information literacy, technology, and media to support school library media programs.	0.663	0.519	0.523
((Health and social services:			
School nurses.	0.076	0.060	0.096
Social workers.	0.042	0.006	0.015
Psychologists.	0.017	0.002	0.007

Guidance counselors, a function that includes parent outreach and graduation advising.....	0.493	1.216	2.539))
Teaching assistance, including any aspect of educational instructional services provided by classified employees.	0.936	0.700	0.652
Office support and other noninstructional aides.	2.012	2.325	3.269
Custodians.	1.657	1.942	2.965
Nurses.	0.246	0.336	0.339
Social workers.	0.311	0.088	0.127
Psychologists.	0.104	0.024	0.049
Counselors.	0.993	1.716	3.039
Classified staff providing student and staff safety.	0.079	0.092	0.141
Parent involvement coordinators.	0.0825	0.00	0.00

(b)(i) The superintendent may only allocate funding, up to the combined minimum allocations, for nurses, social workers, psychologists, counselors, classified staff providing student and staff safety, and parent involvement coordinators under (a) and (c) of this subsection to the extent of and proportionate to a school district's demonstrated actual ratios of: Full-time equivalent physical, social, and emotional support staff to full-time equivalent students.

(ii) The superintendent must adopt rules to implement this subsection (5)(b) and the rules must require school districts to prioritize funding allocated as required by (b)(i) of this subsection for physical, social, and emotional support staff who hold a valid educational staff associate certificate appropriate for the staff's role.

(iii) For the purposes of this subsection (5)(b), "physical, social, and emotional support staff" include nurses, social workers, psychologists, counselors, classified staff providing student and staff safety, parent involvement coordinators, and other school district employees and contractors who provide physical, social, and emotional support to students as defined by the superintendent.

(c) For the 2023-24 school year, in addition to the minimum allocation under (a) of this subsection, the following additional staffing units for each level of prototypical school will be provided for nurses:

	<u>Elementary</u>	<u>Middle</u>	<u>High</u>
	<u>School</u>	<u>School</u>	<u>School</u>
<u>Nurses.....</u>	<u>0.170</u>	<u>0.276</u>	<u>0.243</u>

(6) (a) The minimum staffing allocation for each school district to provide district-wide support services shall be allocated per one thousand annual average full-time equivalent students in grades K-12 as follows:

	Staff per 1,000 K-12 students
Technology.	0.628
Facilities, maintenance, and grounds.	1.813
Warehouse, laborers, and mechanics.	0.332

(b) The minimum allocation of staff units for each school district to support certificated and classified staffing of central administration shall be 5.30 percent of the staff units generated under subsections (4)(a) and (5) of this section and (a) of this subsection.

(7) The distribution formula shall include staffing allocations to school districts for career and technical education and skill center administrative and other school-level certificated staff, as specified in the omnibus appropriations act.

(8) (a) Except as provided in (b) of this subsection, the minimum allocation for each school district shall include allocations per annual average full-time equivalent student for the following materials, supplies, and operating costs as provided in the 2017-18 school year, after which the allocations shall be adjusted annually for inflation as specified in the omnibus appropriations act:

	Per annual average full-time equivalent student in grades K-12
Technology.	\$130.76
Utilities and insurance.	\$355.30
Curriculum and textbooks.	\$140.39
Other supplies	\$278.05
Library materials.	\$20.00
Instructional professional development for certificated and classified staff.	\$21.71
Facilities maintenance.	\$176.01

Security and central office administration. \$121.94

(b) In addition to the amounts provided in (a) of this subsection, beginning in the 2014-15 school year, the omnibus appropriations act shall provide the following minimum allocation for each annual average full-time equivalent student in grades nine through twelve for the following materials, supplies, and operating costs, to be adjusted annually for inflation:

	Per annual average full-time equivalent student in grades 9-12
Technology.	\$36.35
Curriculum and textbooks.	\$39.02
Other supplies	\$77.28
Library materials.	\$5.56
Instructional professional development for certificated and classified staff.	\$6.04

(9) In addition to the amounts provided in subsection (8) of this section and subject to RCW 28A.150.265, the omnibus appropriations act shall provide an amount based on full-time equivalent student enrollment in each of the following:

(a) Exploratory career and technical education courses for students in grades seven through twelve;

(b) Preparatory career and technical education courses for students in grades nine through twelve offered in a high school; and

(c) Preparatory career and technical education courses for students in grades eleven and twelve offered through a skill center.

(10) In addition to the allocations otherwise provided under this section, amounts shall be provided to support the following programs and services:

(a)(i) To provide supplemental instruction and services for students who are not meeting academic standards through the learning assistance program under RCW 28A.165.005 through 28A.165.065, allocations shall be based on the greater of either: The district percentage of students in kindergarten through grade twelve who were eligible for free or reduced-price meals for the school year immediately preceding the district's participation, in whole or part, in the United States department of agriculture's community eligibility provision, or the district percentage of students in grades K-12 who were eligible for free or reduced-price meals in the

1 prior school year. The minimum allocation for the program shall
2 provide for each level of prototypical school resources to provide,
3 on a statewide average, 2.3975 hours per week in extra instruction
4 with a class size of fifteen learning assistance program students per
5 teacher.

6 (ii) In addition to funding allocated under (a)(i) of this
7 subsection, to provide supplemental instruction and services for
8 students who are not meeting academic standards in qualifying
9 schools. A qualifying school means a school in which the three-year
10 rolling average of the prior year total annual average enrollment
11 that qualifies for free or reduced-price meals equals or exceeds
12 fifty percent or more of its total annual average enrollment. A
13 school continues to meet the definition of a qualifying school if the
14 school: Participates in the United States department of agriculture's
15 community eligibility provision; and met the definition of a
16 qualifying school in the year immediately preceding their
17 participation. The minimum allocation for this additional high
18 poverty-based allocation must provide for each level of prototypical
19 school resources to provide, on a statewide average, 1.1 hours per
20 week in extra instruction with a class size of fifteen learning
21 assistance program students per teacher, under RCW 28A.165.055,
22 school districts must distribute the high poverty-based allocation to
23 the schools that generated the funding allocation.

24 (b)(i) To provide supplemental instruction and services for
25 students whose primary language is other than English, allocations
26 shall be based on the head count number of students in each school
27 who are eligible for and enrolled in the transitional bilingual
28 instruction program under RCW 28A.180.010 through 28A.180.080. The
29 minimum allocation for each level of prototypical school shall
30 provide resources to provide, on a statewide average, 4.7780 hours
31 per week in extra instruction for students in grades kindergarten
32 through six and 6.7780 hours per week in extra instruction for
33 students in grades seven through twelve, with fifteen transitional
34 bilingual instruction program students per teacher. Notwithstanding
35 other provisions of this subsection (10), the actual per-student
36 allocation may be scaled to provide a larger allocation for students
37 needing more intensive intervention and a commensurate reduced
38 allocation for students needing less intensive intervention, as
39 detailed in the omnibus appropriations act.

(ii) To provide supplemental instruction and services for students who have exited the transitional bilingual program, allocations shall be based on the head count number of students in each school who have exited the transitional bilingual program within the previous two years based on their performance on the English proficiency assessment and are eligible for and enrolled in the transitional bilingual instruction program under RCW 28A.180.040(1)(g). The minimum allocation for each prototypical school shall provide resources to provide, on a statewide average, 3.0 hours per week in extra instruction with fifteen exited students per teacher.

(c) To provide additional allocations to support programs for highly capable students under RCW 28A.185.010 through 28A.185.030, allocations shall be based on 5.0 percent of each school district's full-time equivalent basic education enrollment. The minimum allocation for the programs shall provide resources to provide, on a statewide average, 2.1590 hours per week in extra instruction with fifteen highly capable program students per teacher.

(11) The allocations under subsections (4)(a), (5), (6), and (8) of this section shall be enhanced as provided under RCW 28A.150.390 on an excess cost basis to provide supplemental instructional resources for students with disabilities.

(12)(a) For the purposes of allocations for prototypical high schools and middle schools under subsections (4) and (10) of this section that are based on the percent of students in the school who are eligible for free and reduced-price meals, the actual percent of such students in a school shall be adjusted by a factor identified in the omnibus appropriations act to reflect underreporting of free and reduced-price meal eligibility among middle and high school students.

(b) Allocations or enhancements provided under subsections (4), (7), and (9) of this section for exploratory and preparatory career and technical education courses shall be provided only for courses approved by the office of the superintendent of public instruction under chapter 28A.700 RCW.

(13)(a) This formula for distribution of basic education funds shall be reviewed biennially by the superintendent and governor. The recommended formula shall be subject to approval, amendment or rejection by the legislature.

(b) In the event the legislature rejects the distribution formula recommended by the governor, without adopting a new distribution

1 formula, the distribution formula for the previous school year shall
2 remain in effect.

3 (c) The enrollment of any district shall be the annual average
4 number of full-time equivalent students and part-time students as
5 provided in RCW 28A.150.350, enrolled on the first school day of each
6 month, including students who are in attendance pursuant to RCW
7 28A.335.160 and 28A.225.250 who do not reside within the servicing
8 school district. The definition of full-time equivalent student shall
9 be determined by rules of the superintendent of public instruction
10 and shall be included as part of the superintendent's biennial budget
11 request. The definition shall be based on the minimum instructional
12 hour offerings required under RCW 28A.150.220. Any revision of the
13 present definition shall not take effect until approved by the house
14 ways and means committee and the senate ways and means committee.

15 (d) The office of financial management shall make a monthly
16 review of the superintendent's reported full-time equivalent students
17 in the common schools in conjunction with RCW 43.62.050.

18 **Sec. 3.** RCW 28A.150.260 and 2020 c 288 s 4 and 2020 c 61 s 4 are
19 each reenacted and amended to read as follows:

20 The purpose of this section is to provide for the allocation of
21 state funding that the legislature deems necessary to support school
22 districts in offering the minimum instructional program of basic
23 education under RCW 28A.150.220. The allocation shall be determined
24 as follows:

25 (1) The governor shall and the superintendent of public
26 instruction may recommend to the legislature a formula for the
27 distribution of a basic education instructional allocation for each
28 common school district.

29 (2)(a) The distribution formula under this section shall be for
30 allocation purposes only. Except as may be required under subsections
31 (4)(b) and (c), (5)(b), and (9) of this section, chapter 28A.155,
32 28A.165, 28A.180, or 28A.185 RCW, or federal laws and regulations,
33 nothing in this section requires school districts to use basic
34 education instructional funds to implement a particular instructional
35 approach or service. Nothing in this section requires school
36 districts to maintain a particular classroom teacher-to-student ratio
37 or other staff-to-student ratio or to use allocated funds to pay for
38 particular types or classifications of staff. Nothing in this section

1 entitles an individual teacher to a particular teacher planning
2 period.

3 (b) To promote transparency in state funding allocations, the
4 superintendent of public instruction must report state per-pupil
5 allocations for each school district for the general apportionment,
6 special education, learning assistance, transitional bilingual,
7 highly capable, and career and technical education programs. The
8 superintendent must report this information in a user-friendly format
9 on the main page of the office's website. School districts must
10 include a link to the superintendent's per-pupil allocations report
11 on the main page of the school district's website. In addition, the
12 budget documents published by the legislature for the enacted omnibus
13 operating appropriations act must report statewide average per-pupil
14 allocations for general apportionment and the categorical programs
15 listed in this subsection.

16 (3)(a) To the extent the technical details of the formula have
17 been adopted by the legislature and except when specifically provided
18 as a school district allocation, the distribution formula for the
19 basic education instructional allocation shall be based on minimum
20 staffing and nonstaff costs the legislature deems necessary to
21 support instruction and operations in prototypical schools serving
22 high, middle, and elementary school students as provided in this
23 section. The use of prototypical schools for the distribution formula
24 does not constitute legislative intent that schools should be
25 operated or structured in a similar fashion as the prototypes.
26 Prototypical schools illustrate the level of resources needed to
27 operate a school of a particular size with particular types and grade
28 levels of students using commonly understood terms and inputs, such
29 as class size, hours of instruction, and various categories of school
30 staff. It is the intent that the funding allocations to school
31 districts be adjusted from the school prototypes based on the actual
32 number of annual average full-time equivalent students in each grade
33 level at each school in the district and not based on the grade-level
34 configuration of the school to the extent that data is available. The
35 allocations shall be further adjusted from the school prototypes with
36 minimum allocations for small schools and to reflect other factors
37 identified in the omnibus appropriations act.

38 (b) For the purposes of this section, prototypical schools are
39 defined as follows:

(i) A prototypical high school has six hundred average annual full-time equivalent students in grades nine through twelve;

(ii) A prototypical middle school has four hundred thirty-two average annual full-time equivalent students in grades seven and eight; and

(iii) A prototypical elementary school has four hundred average annual full-time equivalent students in grades kindergarten through six.

(4)(a)(i) The minimum allocation for each level of prototypical school shall be based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours under RCW 28A.150.220 and provide at least one teacher planning period per school day, and based on the following general education average class size of full-time equivalent students per teacher:

	General education average class size
Grades K-3.	17.00
Grade 4.	27.00
Grades 5-6.	27.00
Grades 7-8.	28.53
Grades 9-12.	28.74

(ii) The minimum class size allocation for each prototypical high school shall also provide for enhanced funding for class size reduction for two laboratory science classes within grades nine through twelve per full-time equivalent high school student multiplied by a laboratory science course factor of 0.0833, based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours in RCW 28A.150.220, and providing at least one teacher planning period per school day:

	Laboratory science average class size
Grades 9-12.	19.98

(b)(i) Beginning September 1, 2019, funding for average K-3 class sizes in this subsection (4) may be provided only to the extent of, and proportionate to, the school district's demonstrated actual class size in grades K-3, up to the funded class sizes.

(ii) The office of the superintendent of public instruction shall develop rules to implement this subsection (4)(b).

(c)(i) The minimum allocation for each prototypical middle and high school shall also provide for full-time equivalent classroom teachers based on the following number of full-time equivalent students per teacher in career and technical education:

	Career and technical education average class size
Approved career and technical education offered at the middle school and high school level.	23.00
Skill center programs meeting the standards established by the office of the superintendent of public instruction.	((20.00)) <u>19.00</u>

(ii) Funding allocated under this subsection (4)(c) is subject to RCW 28A.150.265.

(d) In addition, the omnibus appropriations act shall at a minimum specify:

(i) A high-poverty average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals; and

(ii) A specialty average class size for advanced placement and international baccalaureate courses.

(5)(a) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers:

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators.	1.253	1.353	1.880
Teacher-librarians, a function that includes information literacy, technology, and media to support school library media programs.	0.663	0.519	0.523
((Health and social services:			
School nurses.	0.076	0.060	0.096
Social workers.	0.042	0.006	0.015
Psychologists.	0.017	0.002	0.007

Guidance counselors, a function that includes parent outreach and graduation advising.....	0.493	1.216	2.539))
Teaching assistance, including any aspect of educational instructional services provided by classified employees.	0.936	0.700	0.652
Office support and other noninstructional aides.	2.012	2.325	3.269
Custodians.	1.657	1.942	2.965
Nurses.	0.585	0.888	0.824
Social workers.	0.311	0.088	0.127
Psychologists.	0.104	0.024	0.049
Counselors.	0.993	1.716	3.039
Classified staff providing student and staff safety.	0.079	0.092	0.141
Parent involvement coordinators.	0.0825	0.00	0.00

(b)(i) The superintendent may only allocate funding, up to the combined minimum allocations, for nurses, social workers, psychologists, counselors, classified staff providing student and staff safety, and parent involvement coordinators under (a) of this subsection to the extent of and proportionate to a school district's demonstrated actual ratios of: Full-time equivalent physical, social, and emotional support staff to full-time equivalent students.

(ii) The superintendent must adopt rules to implement this subsection (5)(b) and the rules must require school districts to prioritize funding allocated as required by (b)(i) of this subsection for physical, social, and emotional support staff who hold a valid educational staff associate certificate appropriate for the staff's role.

(iii) For the purposes of this subsection (5)(b), "physical, social, and emotional support staff" include nurses, social workers, psychologists, counselors, classified staff providing student and staff safety, parent involvement coordinators, and other school district employees and contractors who provide physical, social, and emotional support to students as defined by the superintendent.

(6)(a) The minimum staffing allocation for each school district to provide district-wide support services shall be allocated per one thousand annual average full-time equivalent students in grades K-12 as follows:

Staff per 1,000

K-12 students

Technology.	0.628
Facilities, maintenance, and grounds.	1.813
Warehouse, laborers, and mechanics.	0.332

(b) The minimum allocation of staff units for each school district to support certificated and classified staffing of central administration shall be 5.30 percent of the staff units generated under subsections (4)(a) and (5) of this section and (a) of this subsection.

(7) The distribution formula shall include staffing allocations to school districts for career and technical education and skill center administrative and other school-level certificated staff, as specified in the omnibus appropriations act.

(8)(a) Except as provided in (b) of this subsection, the minimum allocation for each school district shall include allocations per annual average full-time equivalent student for the following materials, supplies, and operating costs as provided in the 2017-18 school year, after which the allocations shall be adjusted annually for inflation as specified in the omnibus appropriations act:

	Per annual average full-time equivalent student in grades K-12
Technology.	\$130.76
Utilities and insurance.	\$355.30
Curriculum and textbooks.	\$140.39
Other supplies	\$278.05
Library materials.	\$20.00
Instructional professional development for certificated and classified staff.	\$21.71
Facilities maintenance.	\$176.01
Security and central office administration.	\$121.94

(b) In addition to the amounts provided in (a) of this subsection, beginning in the 2014-15 school year, the omnibus appropriations act shall provide the following minimum allocation for each annual average full-time equivalent student in grades nine through twelve for the following materials, supplies, and operating costs, to be adjusted annually for inflation:

Per annual average
full-time equivalent student

	in grades 9-12	
Technology.		\$36.35
Curriculum and textbooks.		\$39.02
Other supplies		\$77.28
Library materials.		\$5.56
Instructional professional development for certificated and		
classified staff.		\$6.04

(9) In addition to the amounts provided in subsection (8) of this section and subject to RCW 28A.150.265, the omnibus appropriations act shall provide an amount based on full-time equivalent student enrollment in each of the following:

- (a) Exploratory career and technical education courses for students in grades seven through twelve;
- (b) Preparatory career and technical education courses for students in grades nine through twelve offered in a high school; and
- (c) Preparatory career and technical education courses for students in grades eleven and twelve offered through a skill center.

(10) In addition to the allocations otherwise provided under this section, amounts shall be provided to support the following programs and services:

(a)(i) To provide supplemental instruction and services for students who are not meeting academic standards through the learning assistance program under RCW 28A.165.005 through 28A.165.065, allocations shall be based on the greater of either: The district percentage of students in kindergarten through grade twelve who were eligible for free or reduced-price meals for the school year immediately preceding the district's participation, in whole or part, in the United States department of agriculture's community eligibility provision, or the district percentage of students in grades K-12 who were eligible for free or reduced-price meals in the prior school year. The minimum allocation for the program shall provide for each level of prototypical school resources to provide, on a statewide average, 2.3975 hours per week in extra instruction with a class size of fifteen learning assistance program students per teacher.

(ii) In addition to funding allocated under (a)(i) of this subsection, to provide supplemental instruction and services for students who are not meeting academic standards in qualifying schools. A qualifying school means a school in which the three-year

1 rolling average of the prior year total annual average enrollment
2 that qualifies for free or reduced-price meals equals or exceeds
3 fifty percent or more of its total annual average enrollment. A
4 school continues to meet the definition of a qualifying school if the
5 school: Participates in the United States department of agriculture's
6 community eligibility provision; and met the definition of a
7 qualifying school in the year immediately preceding their
8 participation. The minimum allocation for this additional high
9 poverty-based allocation must provide for each level of prototypical
10 school resources to provide, on a statewide average, 1.1 hours per
11 week in extra instruction with a class size of fifteen learning
12 assistance program students per teacher, under RCW 28A.165.055,
13 school districts must distribute the high poverty-based allocation to
14 the schools that generated the funding allocation.

15 (b) (i) To provide supplemental instruction and services for
16 students whose primary language is other than English, allocations
17 shall be based on the head count number of students in each school
18 who are eligible for and enrolled in the transitional bilingual
19 instruction program under RCW 28A.180.010 through 28A.180.080. The
20 minimum allocation for each level of prototypical school shall
21 provide resources to provide, on a statewide average, 4.7780 hours
22 per week in extra instruction for students in grades kindergarten
23 through six and 6.7780 hours per week in extra instruction for
24 students in grades seven through twelve, with fifteen transitional
25 bilingual instruction program students per teacher. Notwithstanding
26 other provisions of this subsection (10), the actual per-student
27 allocation may be scaled to provide a larger allocation for students
28 needing more intensive intervention and a commensurate reduced
29 allocation for students needing less intensive intervention, as
30 detailed in the omnibus appropriations act.

31 (ii) To provide supplemental instruction and services for
32 students who have exited the transitional bilingual program,
33 allocations shall be based on the head count number of students in
34 each school who have exited the transitional bilingual program within
35 the previous two years based on their performance on the English
36 proficiency assessment and are eligible for and enrolled in the
37 transitional bilingual instruction program under RCW
38 28A.180.040(1)(g). The minimum allocation for each prototypical
39 school shall provide resources to provide, on a statewide average,

1 3.0 hours per week in extra instruction with fifteen exited students
2 per teacher.

3 (c) To provide additional allocations to support programs for
4 highly capable students under RCW 28A.185.010 through 28A.185.030,
5 allocations shall be based on 5.0 percent of each school district's
6 full-time equivalent basic education enrollment. The minimum
7 allocation for the programs shall provide resources to provide, on a
8 statewide average, 2.1590 hours per week in extra instruction with
9 fifteen highly capable program students per teacher.

10 (11) The allocations under subsections (4)(a), (5), (6), and (8)
11 of this section shall be enhanced as provided under RCW 28A.150.390
12 on an excess cost basis to provide supplemental instructional
13 resources for students with disabilities.

14 (12)(a) For the purposes of allocations for prototypical high
15 schools and middle schools under subsections (4) and (10) of this
16 section that are based on the percent of students in the school who
17 are eligible for free and reduced-price meals, the actual percent of
18 such students in a school shall be adjusted by a factor identified in
19 the omnibus appropriations act to reflect underreporting of free and
20 reduced-price meal eligibility among middle and high school students.

21 (b) Allocations or enhancements provided under subsections (4),
22 (7), and (9) of this section for exploratory and preparatory career
23 and technical education courses shall be provided only for courses
24 approved by the office of the superintendent of public instruction
25 under chapter 28A.700 RCW.

26 (13)(a) This formula for distribution of basic education funds
27 shall be reviewed biennially by the superintendent and governor. The
28 recommended formula shall be subject to approval, amendment or
29 rejection by the legislature.

30 (b) In the event the legislature rejects the distribution formula
31 recommended by the governor, without adopting a new distribution
32 formula, the distribution formula for the previous school year shall
33 remain in effect.

34 (c) The enrollment of any district shall be the annual average
35 number of full-time equivalent students and part-time students as
36 provided in RCW 28A.150.350, enrolled on the first school day of each
37 month, including students who are in attendance pursuant to RCW
38 28A.335.160 and 28A.225.250 who do not reside within the servicing
39 school district. The definition of full-time equivalent student shall
40 be determined by rules of the superintendent of public instruction

and shall be included as part of the superintendent's biennial budget request. The definition shall be based on the minimum instructional hour offerings required under RCW 28A.150.220. Any revision of the present definition shall not take effect until approved by the house ways and means committee and the senate ways and means committee.

(d) The office of financial management shall make a monthly review of the superintendent's reported full-time equivalent students in the common schools in conjunction with RCW 43.62.050.

Sec. 4. RCW 28A.400.007 and 2017 3rd sp.s. c 13 s 904 are each amended to read as follows:

(1) In addition to the staffing units in RCW 28A.150.260, the superintendent of public instruction must provide school districts with allocations for the following staff units if and to the extent that funding is specifically appropriated and designated for that category of staffing unit in the omnibus operating appropriations act.

(a) Additional staffing units for each level of prototypical school in RCW 28A.150.260:

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators.	0.0470	0.0470	0.0200
Teacher-librarians, a function that includes information literacy, technology, and media to support school library media programs.	0.3370	0.4810	0.4770
((Health and social services:			
School nurses.	0.5090	0.8280	0.7280
Social workers.	0.2690	0.0820	0.1120
Psychologists.	0.0870	0.0220	0.0420
Guidance counselors, a function that includes parent outreach and graduation advising.	0.0070	0.7840	0.9610))
Teaching assistance, including any aspect of educational instructional services provided by classified employees.	1.0640	0.3000	0.3480
Office support and other noninstructional aides.	0.9880	1.1750	0.2310
Custodians.	0.0430	0.0580	0.0350
Classified staff providing student and staff safety.	0.0000	0.6080	1.1590

1 Parent involvement coordinators..... 0.9175 1.0000 1.0000

2 (b) Additional certificated instructional staff units sufficient
3 to achieve the following reductions in class size in each level of
4 prototypical school under RCW 28A.150.260:

5 General education
6 certificated instructional
7 staff units sufficient to
8 achieve class size reduction of:

9	Grades K-3 class size.	0.00
10	Grade 4.	2.00
11	Grades 5-6.	2.00
12	Grades 7-8.	3.53
13	Grades 9-12.	3.74
14	CTE.	4.00
15	Skills.	((4.00)) <u>3.00</u>

16 High poverty
17 certificated instructional
18 staff units sufficient to
19 achieve class size reduction of:

20	Grades K-3 class size.	2.00
21	Grade 4.	5.00
22	Grades 5-6.	4.00
23	Grades 7-8.	5.53
24	Grades 9-12.	5.74

25 (2) The staffing units in subsection (1) of this section are an
26 enrichment to and are beyond the state's statutory program of basic
27 education in RCW 28A.150.220 and 28A.150.260. However, if and to the
28 extent that any of these additional staffing units are funded by
29 specific reference to this section in the omnibus operating
30 appropriations act, those units become part of prototypical school
31 funding formulas and a component of the state funding that the
32 legislature deems necessary to support school districts in offering
33 the statutory program of basic education under Article IX, section 1
34 of the state Constitution.

35 NEW SECTION. **Sec. 5.** Section 2 of this act takes effect
36 September 1, 2022.

1 NEW SECTION. **Sec. 6.** Section 2 of this act expires September 1,
2 2024.

3 NEW SECTION. **Sec. 7.** Sections 3 and 4 of this act take effect
4 September 1, 2024.

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